**3rd Grade Reading Lesson Plans for Mrs. Dean Unit 5 Week 1**

**Story Title- “Suki’s Kimono”**

**\*\*Teacher will take a picture of each student with camera. Picture will be focused mainly on student’s head/face. Mrs. Early (Computer Lab Teacher) can print pictures. These pictures will be used on Wed.-Fri. with Writing Workshop. Students will use adjectives to write about the creation of their kimono. Students will color his/her kimono according to the description provided in Writing Workshop, cut it out, glue it to construction paper, & glue student’s picture to it, too.\*\***

**Monday** COS 3.1, 3.3, 3.4 Obj. SW- Understand how to compare/contrast; make predictions; use context clues to determine meaning of words that have synonyms; use word parts to decode words with syllable pattern V/V

**WHOLE GROUP-** 1)Daily Questions: What can happen when someone’s clothes are different? 2)Listen to read aloud “The Rag Coat” TE pg 147l; Fluency Purpose- Model Reading Aloud with Accuracy 3)Read/discuss skill pgs 146-147 4)Create a graphic organizer as a visual from pg 147 to complete while reading “The Boxed Lunch” orally 5)Review Vocabulary Words using educational website on Active Board

**SMALL GROUP-** Compare & Contrast/Predict Wkbk Pg 53

**CPA’S** 1)Daily Question (in a complete sentence) 2)Voc Wkbk Pg 54 3)Missed Spelling 3x’s Each 4)Voc Folder 4)Cursive 5)AR/I-Pads

**Materials:** Post It Notes; Textbook; Voc Folders; Colors; Wkbk Pg 53-54; CPA Notebook

**Evaluation-** Teacher Observation/Participation; Voc. Wkbk. Pg 54- Daily Grade

**Statement of Student Engagement-** Students will make predictions to aid comprehension of comparisons & contrasts.

**Tuesday** COS 3.1, 3.3, 3.4 Obj. See Monday

**WHOLE GROUP-** 1)TW review yesterday’s Daily Question & give a treat to students who have successfully answered the question with a complete sentence. **Today’s Daily Question**: What is a kimono and why does Suki wear her kimono to school? 2)Read/discuss voc pg 148-149 3)Phonics Talk TE 169i 4)Discuss genre: realistic fiction & story title; read/discuss weekly story; TW use Skim/Scan Question to monitor understanding of weekly skills

**SMALL GROUP**- Refer to Small Group Plan Page for Leveled Readers: East Meets West: Japan & America; Dressed for School Success; The Japanese Language- Complete Reader Response w/teacher

**CPA’S** 1)Daily Question (in a complete sentence) 2)Wkbk Pgs 57-58 3)Spelling V/V Color Code 4)Voc Folders 5)Cursive 6)Reread Weekly Story to Self 7)AR/I-Pads

**Materials:** Post It Notes; Textbook; Wkbk Pgs 57-58; Highligters; Voc Folders; Colors

**Evaluation-** Wkbk Pgs 57-58- Daily Grade

**Statement of Student Engagement-** Students will make predictions to aid comprehension of comparisons & contrasts.

**Wednesday** COS 3.1, 3.3, 3.4 Obj. See Monday

**WHOLE GROUP**- 1)TW review yesterday’s Daily Question & give a treat to students who have successfully answered the question with a complete sentence. **Today’s Daily Question**: How do the students’ feelings about Suki’s kimono change? 2)Review voc, phonics, & story ; TW use wrap around questions/discussions in TE

**SMALL GROUP**- Teacher will use Reader Response Questions at the end of the weekly story. Students may begin working on Writing Workshop about his/her kimono with teacher’s guidance as needed.

**CPA’S** 1)Daily Question (in a complete sentence) 2)Scavenger Hunt 3)Kimono Writing Workshop 4)Spelling Choice 5)Cursive 6)Voc Folders

**Materials:** Post It Notes; Textbook; Scavenger Hunt; CPA Notebook; Kimono Writing Workshop

**Evaluation-** Scavenger Hunt- Daily Grade

**Statement of Student Engagement-** Students will complete comprehension questions from the story in a scavenger hunt, & follow the Writing Process (prewrite/rough draft) in writing a descriptive paragraph using adjectives to describe his/her kimono.

**Thursday** COS 3.1, 3.3, 3.4 Obj. SW complete a reading comprehension multiple choice & writing test from weekly story

**WHOLE GROUP** 1)Review the story using retelling cards 2)Review voc words 3)SW complete the reading selection test

**SMALL GROUP**- Writing Workshop- follow the Writing Process- rough draft/editing stage under the guidance of the teacher.

**CPA’S** 1)Writing Workshop 2)Cursive 3)AR/I-Pads

**Materials:** Sequence Retelling Cards; Selection Test; CPA Notebook; Writing Workshop; Kimono; Colors; Scissors; Construction Paper; Glue; Student’s Pictures taken by the teacher & printed by Mrs. Early

**Evaluation-** Selection Test- Test Grade/Voc Folders- Daily Grade

**Statement of Student Engagement-** Students will complete a multiple choice selection test that also includes a writing response section.

**Friday** COS 3.1, 3.3, 3.4 Obj. See Monday

**WHOLE GROUP** 1)Preview next week’s skills with Family Times Workbook Page 2)Predict next week’s spelling pattern as they practice write them onto the Family Times Workbook Page & as Teacher models/writes them 3)Read/discuss Newsletter; HW Packet; Webpage

**SMALL GROUP**- Writing Workshop to Edit/Publish; Teacher will meet with groups to review weekly story using graded weekly selection test; Teacher will progress monitor students for fluency/comprehension.

**Materials:** CPA Notebook; Family Times; Newsletter; HW Packet; Finished Kimonos to Hang Up in the Hall

**Evaluation-** Teacher Observation/Participation; Kimono Descriptive Paragraph & Kimono Neatness- Daily Grade

**Statement of Student Engagement-** Students will conference with teacher to complete the steps of the Writing Process to complete the weekly Writing Workshop on a given prompt.